

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Fenton C.P. School
Portfield, Haverfordwest,
Pembroke. SA61 1BZ**

School Number: 6682214

Dates of Inspection: 05/02/07

by

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Fenton C.P was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Fenton C.P took place between 05/02/07 and 08/02/07. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Fenton Community Primary School is situated in Haverfordwest, the county town of Pembrokeshire. The school considers that, the residential areas from which half of the pupils are drawn, are economically disadvantaged while the other half are neither prosperous nor economically disadvantaged.
2. The school caters for pupils between three and eleven years of age. At the time of the inspection there were 372 pupils on roll including 35 part time nursery children. Excluding the nursery, there are twelve mainstream classes and two classes that cater for pupils with severe and complex learning difficulties (SCLD). The school has a grant from the Welsh Assembly and has used it to establish a 'Nurture Group' for pupils who require additional support in their social and personal development.
3. There is regular and very effective liaison between the SENCo, SEN (SCLD) Unit staff, class teachers, the I.C.A.N. unit staff and the Nurture group staff.
4. The school confirms that there are many less able and few very able children. Baseline assessments are increasingly below average, over half of entry pupils scoring below 40 on the Baseline Assessment for Wales. Speech and language difficulties are increasing.
5. The school identifies 50% of the pupils as having some degree of Special Educational Needs (SEN) of whom 1 is statemented in mainstream and 4 in the Special junior unit.
6. The present headteacher was appointed in September 2005.
7. Fenton is one of the schools identified by the Welsh Assembly Government to receive a Raising Attainment and Individual Standards in Education grant (RAISE). In addition the school has a local grant to promote improvements in speech and language in an accredited 'ICAN' centre, based in the school.
8. The school was awarded the Basic Skills Quality Mark in 1999 and this was renewed in 2005.
9. The school was last inspected in January 2001.

The schools priorities and targets

10. The school mission statement is '**Care, share, believe and achieve**' which reflects the emphasis the school places on developing positive attitudes. The staff and governors have created a children's charter which they feel encapsulates these aims.
11. We aim to:
 - create a caring, happy atmosphere in which each individual's progress, development and wellbeing is of utmost importance;

- create a well ordered community in which all children can learn according to their individual needs and abilities, and realise their full potential;
- enable children to gain enjoyment from the many aspects of the school and take pride and satisfaction from their achievements;
- instil a sense of moral values and to foster an awareness of the needs of others;
- create an awareness of and a desire for the spiritual dimensions of life by giving the children knowledge of religions, particularly Christianity;
- help your child to read, write, listen and speak effectively;
- provide a balanced, exciting and challenging curriculum so that children want to learn and look forward to their school day;
- make the children aware of their locality, languages, culture, traditions and environment;
- establish an environment within which teachers and support staff, governors, advisors, parents, future parents and friends of the school can work with each other to fulfil our potential and for the benefit of the children.

12. In the school development plan the school has outlined its priorities for the coming year:

- a Staff charter created on the lines of the Children's charter;
- an increased involvement in coordinators' monitoring roles and subject development;
- the continued development of key skills across the school;
- incorporate Foundation Phase into more active learning especially outdoor activities;
- establish the 'Nurture Group' and monitor its progress;
- develop a learning and teaching policy between the special units and further promote inclusion of unit pupils.

Summary

13. Fenton is a very happy and successful school which has effectively built on the high standard identified in the last inspection. The school provides all pupils with very rich curricular experiences. Amongst its other outstanding features are the very effective leadership of the headteacher and senior management, the quality of teaching, the support of the non-teaching staff, and the relationship between staff and pupils. This is truly an inclusive school where all pupils can aspire to success in their academic, social and personal education. Very good support is received from the governors and there are very good relationships between the school and parents and also with the community.
14. The inspection team agreed with the school's self evaluation grades for two of the seven key questions but allocated a higher grade (grade 1) to the remaining five.

Table of grades awarded

15. The inspection team judged the school's work as follows:-

Key question	Inspection grade
1. How well do learners achieve?	Grade 2
2. How effective are teaching, training and assessment?	Grade 1
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4. How well are learners cared for, guided and supported?	Grade 1
5. How effective are leadership and strategic management?	Grade 1
6. How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7. How efficient are leaders and managers in using resources?	Grade 1

Standards

16. During the inspection, the pupils' overall standards of achievement in the subjects were as follows:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	61%	5%	0%	0%

17. The pupils overall standards of achievement in the lessons observed compare very favourably with the WAG figures set out in 'The Learning Country 1' which states "standards of achievement are at least satisfactory in 98% of classes we inspect (i.e. Estyn grade 3) and standards are good or very good in 65% of classes we inspect. (i.e. Estyn grade 1 and 2.)

18. Standards of achievement for the under fives were as follows:

Area of Learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding	Grade 2	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

19. In KS1 and KS2 in the subjects inspected standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
Religious education	Grade 1	Grade 1
Welsh 2 nd language	Grade 2	Grade 2
Music	Grade 2	Grade 2

20. The overall quality of educational provision for the under -fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
21. Standards have been maintained or improved in all these subjects since the last inspection.
22. Baseline scores are well below the local education authority (LEA) average with over half scoring below the figure for pupils requiring special educational support. In KS1 and KS2 trends have been rising. There is a robust and honest system of assessment.
23. KS1 teacher assessments, for 2006, (including the SEN unit pupil results) are below the average for Pembrokeshire schools. When compared to school within the same Free school meals(FSM) band benchmark figures, Fenton is above average in English and mathematics and below in science. The core subject indicator (CSI) is above the median for similar schools.
24. In KS2, in 2006, the standards achieved by pupils in English, mathematics and science teacher assessment (including the pupils in the SEN unit) were also below local and national averages .When compared with schools that fall in the same FSM band of benchmark figures, Fenton is above the median for English and below the median for mathematics and science. The Core Subject Indicator (CSI) places the school above the median for similar schools. There are no consistent or significant differences between boys' and girls' academic performance at the end of KS2.
25. Pupils with SEN make very good progress and achieve the targets set for them in their individual education plans (IEPs).Pupils in the SCLD units make very good progress in their learning. There is an extensive programme of integration with mainstream pupils and all pupils benefit from the expertise of unit teachers.

26. Children in Early Years make good progress in the key skills of speaking, reading, writing and numeracy and very good progress in listening and information technology. Children show considerable understanding of the IT facilities available to them.
27. In KS1 and KS2, standards in the key skills of speaking, reading and writing are good. Standards in their listening skills are very good. From the earliest age pupils listen attentively and behave accordingly, respecting their teachers and peers' opinions and, across the school, there are outstanding features of the use of information technology skills with pupils showing great skill in using a very wide range of ICT equipment confidently.
28. Good features outweigh shortcomings in the development of pupils' bilingual skills. When given the opportunity, pupils use Welsh appropriately in other subject areas and in more informal situations.
29. Pupils are highly motivated in their lessons and confidently work well individually or in group sessions. They are well focused in their tasks and show perseverance and commitment to all their work.
30. Pupils show good problem solving skills and have a very good understanding of how they can improve their own learning and progress. They demonstrate good creative skills and in aspects of IT a significant number of elements are outstanding.
31. Pupils' personal, social and learning skills are an outstanding feature of the school. Pupils quickly settle to tasks and their attitudes to their learning, their ability to sustain concentration and the interest they show in their work is a particularly strong feature.
32. The behaviour of the pupils is excellent and contributes significantly to the standards they achieve. Pupils demonstrate high levels of spiritual, moral and cultural development, including a very good awareness of the culture of Wales. This is an outstanding feature. They show a very good understanding of, and respect for the diversity of beliefs, attitudes and cultural traditions within society.
33. Pupils' attendance is currently at 93.6% which when benchmarked against schools of a similar FSM puts the school at grade 2. Unauthorised absences are being reduced. Pupils arrive punctually at the start of the school day. Late arrivals are duly recorded.

The quality of education and training

34. In the lessons observed, the standard of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	57%	4%	0%	0%

35. The quality of teaching is an outstanding feature of the school. During the inspection it was judged to be good or better in 96 per cent of lessons, with 35 per cent of them having outstanding features. This is substantially higher than the national picture reported by Her Majesty's Chief Inspector in her annual report for 2004 to 2005.

Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of them having outstanding features.

36. Teachers are role models of a very high standard and the quality of the working relationship between them and the pupils is very good. Teachers have high expectations and pupils' efforts are praised. The procedures for celebrating effort and attitude to work are very popular with pupils and they make an important contribution to their development. They establish high standards for pupils' behaviour in a positive way.
37. The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class, is very good. Effective use is made of the evidence produced. Rigorous assessment twice a year and individual target setting allows pupils to be placed in general ability groups for Maths and English.
38. Procedures for the assessment and recording of the work of pupils with SEN are very good. This applies to pupils in both mainstream classes and the specific and complex learning difficulties units (SCLD).
39. Pupils are increasing their involvement in the assessment process and demonstrate an impressive awareness of their progress. Teachers are very clear about their lesson objectives and share them with pupils often.
40. The overall quality of the curriculum and learning experiences offered to pupils are outstanding features. The curriculum for the SCLD units is tailored to pupils' individual needs. In the KS1 unit pupils benefit from a multi-sensory approach. In the KS2 unit pupils' individual needs are well met in a modified curriculum that supports the schools efforts to integrate them fully into whole school life. All pupils have access to a broad and balanced range of activities that builds systematically on existing knowledge and skills, as they progress through the school.
41. The acquisition of basic skills is a core value of the school. Key skills opportunities are highlighted in schemes of work. Many teachers take the opportunity at the end of lessons to review the key skills that have been used.
42. There are many very good opportunities for developing pupils' creative skills especially in Information Technology. Problem solving skills are effectively promoted in subjects across the curriculum as well as in Maths and Science.
43. The promotion of pupils' spiritual, moral, social and cultural development is good with outstanding features. Pupil awareness of cultural differences and diversity within society is promoted through collective worship, personal social and emotional (PSE), religious education and other subject schemes of work. Appropriate time for reflection is included in collective worship.
44. The school provides high quality care, support and personal guidance to its pupils. There is a calm and purposeful atmosphere and relationships are based on courtesy and mutual respect.

45. Pupils feel valued. Their attitudes to school are very positive. They have good relationships with teachers and support staff and clearly feel secure and confident.
46. There is a very high level of personal and pastoral support. Staff know their pupils very well and a sense of commitment and caring pervades the school. Pupils in the SCLD unit classes receive exemplary support and guidance.
47. The quality of provision for additional learning needs is outstanding. The learning programmes for pupils with SEN both in mainstream and in the SCLD units, are very well supported through the input of highly skilled and caring learning support assistants (LSAs). The commitment to meeting individual pupil needs is an outstanding feature.
48. Pupils have equal opportunities to participate in every aspect of school life whatever their gender, social, ethnic or linguistic background. The school engenders very good race relations. Diversity and difference are promoted and celebrated in a very positive way in school assemblies.
49. The school's partnerships with parents, the local community, other schools and higher education institutions, and the local education authority are highly successful and enrich the school's life and work.

Leadership and management

50. The leadership of the head is an outstanding feature. Although the headteacher is relatively new to the school he provides clear, confident and coherent leadership. He is highly committed to the school and seeks to provide every opportunity for pupils and staff to do their best. He is very ably supported by the deputy headteacher and, together with all teaching and support staff, there is a drive towards fulfilling the aims and values embodied in the school's mission statement and the 'Charter for children.'
51. Curriculum leaders regularly review and evaluate their areas of responsibility and feed the information into the school's improvement plan. Targets set are challenging and realistic and all staff and governors carefully plot progress using a strong monitoring and evaluation structure. This comprehensive involvement of all those involved in school life, is an outstanding feature.
52. The self-evaluation report produced by the school prior to the inspection is an outstanding document. The report is honest and thorough and all staff and governors were involved in its development.
53. The role of subject co-ordinators has developed effectively during the last few years. Subject co-ordinators, including the SCLD team leader, make important contributions to self-evaluation and planning for improvement in their specific areas of responsibility through the regular monitoring of planning and assessment, continuity and progression in learning experiences and the use made of resources. However their role in monitoring teaching and learning is in the early stages of development.
54. The governors are highly motivated, enthusiastic and very effective.

55. The school has responded positively and for the most part very successfully to shortcomings and key issues identified in the last inspection report and since then many improvements have been made.
56. The school is well staffed for the numbers of pupils on roll. Teachers are suitably qualified and provide a very wide range of subject expertise, experience and skills, which are readily shared and disseminated throughout the school.
57. All learners access a very good range of materials and resources that are well matched to their needs. Accommodation is well maintained and previous concerns in the last inspection have been addressed. The buildings are adequate for the numbers on roll and provide good space in which to meet the requirements of the Desirable Learning outcomes and the National Curriculum.

Recommendations

58. The governors, headteacher and staff now need to:
 - R1 continue to maintain the standards in the areas judged as good or very good and address any shortcomings identified;
 - R2 continue to develop on-going assessment and reporting procedures across the core and foundation subjects, to inform short term planning;
 - R3 continue to develop the role of coordinators with regard to the formal observations of teaching and learning.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good Features and no important shortcomings

60. Overall the findings of the inspection team match the judgement made by the school in the self -evaluation report.

61. During the inspection, the pupils' overall standards of achievement in the subjects were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	61%	4%	0%	0%

62. In 96% of lessons pupils standards of achievement were judged to be grade 2 or above, a figure which is significantly higher than the Welsh Assembly Government (WAG) target for 2007. Standards in all lessons were grade 3 or above which exceeds the WAG target that standards should be at least grade 3 or above in 98% of lessons.

63. Baseline scores confirm that pupils' attainments on entry are well below the local education authority (LEA) average with over half scoring below the figure for pupils requiring special educational support.

64. The overall quality of educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

65. Standards of achievement for the under fives were as follows:

Areas of Learning	Nursery	Reception
Language , literacy and communication	Grade 2	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding	Grade 2	Grade 1
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

66. Children in Early Years make good progress in the key skills of speaking, reading, writing and numeracy and very good progress in listening and information technology.

67. In KS1 and KS2 in the subjects inspected standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 1	Grade 1
Religious education	Grade 1	Grade 1
Welsh 2 nd language	Grade 2	Grade 2
Music	Grade 2	Grade 2

68. Standards have been maintained or improved in all these subjects since the last inspection.
69. All pupils show considerable understanding of the IT facilities available to them in KS1 and KS2. Standards are good with outstanding features. Standards in the key skills of speaking, reading and writing are good. Standards in their listening skills are very good. From the earliest age pupils listen attentively and behave accordingly respecting their teachers and peers' opinions. Across the school there are outstanding features of the use of information technology skills with pupils showing great skill in using a very wide range of IT equipment confidently.
70. Standards in numeracy are good with no important shortcomings. They confidently use mathematical knowledge across the curriculum especially in their Information technology work. Application of key skills, throughout the school as a whole and in the subjects inspected, are good and in some areas outstanding.
73. Good features outweigh shortcomings in the development of pupils' bilingual skills. When given the opportunity, pupils use Welsh appropriately in other subject areas and in more informal situations.
74. Pupils with SEN make very good progress and achieve the targets set for them in their individual education plans (IEPs). This also applies to the pupils in the SEN unit classes for severe and complex learning difficulties where they receive exemplary support.
75. KS1 teacher assessments, for 2006 (including the SEN unit pupil result) are below the average for Pembrokeshire schools. When compared to school within the same Free school meals(FSM) band benchmark figures, Fenton is above average in English and mathematics and below in science. The core subject indicator (CSI) is above the median for similar schools.
76. In KS2, in 2006, the standards achieved by pupils in English, mathematics and science teacher assessment (including the pupils in the SEN unit) were also below local and national averages. When compared with schools that fall in the same FSM band of benchmark figures Fenton is above the median for English and below the median for mathematics and science. The Core Subject Indicator(CSI) places the school above the median for similar schools. There are no consistent or significant differences between boys' and girls' academic performance at the end of KS2.
77. Though many pupils start from a low baseline figure most make very good progress in acquiring new knowledge and skills effectively in their lessons. They show good problem solving skills and have a very good understanding of how they can improve their own learning and progress. They demonstrate good creative skills and in aspects of the IT some elements are outstanding.
78. Pupils across the school develop a good understanding of their strengths and areas for further development. They understand the principles of target setting and ways to improve their work.

79. Pupils are highly motivated in their lessons and confidently work well individually or in group sessions. They are well focused in their tasks and show perseverance and commitment to all their work. A particularly strong area is in (IT) where pupils show an exceptional range of skills.
80. Pupils' personal and social skills are very well developed as they progress through the school. Their behaviour is very good in all contexts. They are considerate thoughtful and friendly to each other and show courtesy and respect to adults and visitors. They move quietly and carefully about the building and their behaviour, in such situations is very good; they show a kind and supportive nature to all. They work well with each other and the "Friendship Corners" are used by the older pupils to help and support the younger children. The School Council is well established and their meetings are held in a constructive and disciplined manner. Pupils demonstrate pride in their membership status.
81. The behaviour of the pupils is excellent and contributes significantly to the standards they achieve. The majority of pupils demonstrate high levels of spiritual, moral and cultural development, including a good awareness of the culture and language of Wales. They show a very good understanding of, and respect for the diversity of beliefs, attitudes and cultural traditions within society.
82. Pupils' moral and social development is good. Their understanding of equal opportunity issues is good and they develop a good understanding of the diversity of cultures within society. Pupils with SEN are fully included in the life and work of the school.
83. The pupils have many opportunities to participate in a variety of ways within the local community. However, opportunities to prepare for participation in the workplace are limited.
84. Pupils' attendance is currently at 93.6% which when benchmarked against schools of a similar FSM puts the school at grade 2. Unauthorised absences are being reduced. Pupils arrive punctually at the start of the school day. Late arrivals are duly recorded.

The quality of education and training

Key question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features.

85. The inspection team's findings do not correspond with the judgement expressed in the school's self-evaluation report as the school adjudged this question to be grade 2. Due to the particular strength of the teaching and the outstanding support provided for pupils in the school, the inspection team adjudged it grade 1.

86. In the lessons observed, the standard of teaching was adjudged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
39%	57%	4%	0%	0%

87. The quality of teaching is a major strength of the school. During the inspection, it was judged to be good or better in 96 per cent of lessons, with 35 per cent of them having outstanding features. This is substantially higher than the national picture reported by Her Majesty's Chief Inspector in her annual report for 2004 to 2005. Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of them having outstanding features.

88. Teachers are role models of a very high standard and the quality of the working relationship between them and the pupils is very good. Teachers have high expectations and pupils' efforts are praised. The procedures for celebrating effort and attitude to work are very popular with pupils and they make an important contribution to their development. They establish high standards for pupils' behaviour in a positive way.

89. The outstanding features in the teaching included:

- the high, but appropriate level of challenge in the tasks teachers set pupils;
- the quality of the routines and procedures to promote independent learning;
- the quality of support in moving learning forward;
- very high skills and strategies with regard to gaining and maintaining pupils interest;
- very effective planning for a range of differentiated activities;
- very purposeful and effective intervention when pupils needed help to complete their tasks;
- excellent plenary sessions;
- the way that teachers prepare a wide range of resources and activities to engage pupils fully in their learning.

90. In the very small number of lessons which were allocated a grade 3, shortcomings included:

- less effective organisation of parts of a lesson;
- unrealistic expectation with regard to what could be achieved.

91. The subject knowledge displayed by teachers is good, and often very good. Effective use is made of specialist teaching in Welsh as a second language. Teachers ensure

that they are very familiar with the latest developments in the field of primary education.

92. Good features outweigh shortcomings the opportunities provided for the development of pupils' bilingual skills. Teachers demonstrate very positive attitudes in this field and are beginning to focus more rigorously on ensuring progression in terms of the use pupils make of the Welsh language across the curriculum and in more informal situations.
93. In classes, teachers are very enthusiastic and use a variety of teaching strategies and relevant resources very effectively to capture pupils' interest and assist their understanding. Use of the school's interactive whiteboards has a very good impact on teaching and learning. Teachers use questions skilfully to gauge pupils' knowledge and understanding. Their class management is always fair and very good. Equal opportunities are ensured for every pupil.
94. When working alongside teachers, the classroom assistants make a very valuable contribution to the quality of the teaching and learning. They give very good help to small groups of pupils within the classroom as well as supporting individuals and pairs who need additional support to satisfy special educational needs. Across the school, teachers provide a stimulating environment and displays of a very high standard, which contain a wide range of pupils' work.
95. Planning for the lessons observed was of a high standard in terms of clear aims and objectives. These together with the key skills under focus were effectively shared with pupils during introductory sessions and revisited towards the end of lessons to monitor progress, the extent to which they have been achieved and appropriate activities.
96. Lessons were well structured and teachers stimulated and challenged pupils of all abilities well in carefully differentiated activities. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons progress at a good pace. Teachers and LSAs intervene sensitively and effectively to support and encourage pupils in their work.
97. In mainstream and special classes, pupils with SEN play a full part in learning. They are very well supported by their teachers and classroom assistants. Arrangements for organising pupils with SEN are very effective. These ensure that they follow the National Curriculum (NC) closely and that all SEN pupils in both the units and mainstream are fully included.
98. The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class is very good. Very good use is made of the evidence produced. There are very good systems for assessing and monitoring the progress of pupils in English and mathematics in both key stages. In KS1 and KS2, effective use is made of end of module tests in science and on-going procedures for assessing and monitoring pupils' progress in ICT. Arrangements for assessing pupils' progress in the foundation subjects and religious education are appropriate. Procedures for the assessment and recording of the work of pupils with SEN are very good.

99. Teachers in each year group use a wide range of information to set realistic and challenging targets which are carefully monitored. The process of target setting is very well developed. Teachers carefully monitor and note pupils' progress. For every pupil, there is an individual file which contains a range of evidence.
100. Procedures for consistently evaluating short-term planning and assessment of pupils' daily work to inform further planning are, however, not always sufficiently rigorous.
101. Very good use is made of oral comments on pupils' work. Work is regularly marked, and positive comments are given. Effective use is not, however, made of opportunities for providing written comments in relation to identifying ways forward for pupils.
102. Pupils are increasing their involvement in the assessment process and demonstrate an impressive awareness of their progress. Teachers are very clear about their lesson objectives and share them with pupils regularly. They also give pupils very good opportunities to assess the extent to which they have achieved these objectives and include a sharp focus on specific key skills being learned. In addition pupils play an active role in negotiating personal targets with teachers and are developing a good awareness with regard to the extent to which they are achieved.
103. Annual reports to parents comply with statutory requirements. Comments on pupils' personal and social development are appropriate. While reports are generally informative about pupils' achievements and progress in relation to Desirable Outcome and National Curriculum subjects, there are examples of comments which are too general and not sufficiently comprehensive. In addition targets for moving forward are not always clear and well focused. Parents have good opportunities to discuss the content of reports with teachers. In addition they have opportunities to discuss progress on two other occasions during the academic year.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: good with outstanding features
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104. The inspection team's findings do not correspond with the judgement expressed in the school's self-evaluation report as the school adjudged this question to be grade two. The team adjudged the school to be a grade 1 for the following reasons.
105. The outstanding features are:
 - the very effective assessment and planning to promote basic skills;
 - the enrichment of the curriculum from a wide range of extra curricular opportunities;
 - the focus on personal and social education (PSE) with an emphasis on respect for one another, cooperative behaviour and a valuing of the individual;
 - the fact that every pupil has access to a full and rich curriculum that meets the needs and interests of all pupils.

106. The curriculum complies with statutory requirements. Equal access is provided to a broad, well-balanced curriculum that is relevant to the needs and abilities of the pupils. Curriculum provision ensures that the pupils' knowledge and understanding is built effectively through the key stages.
107. Across each academic year an appropriate amount of time is given to each subject. There is both detailed long and medium term planning which provides breadth, progression and continuity in learning. The implementation of schemes of work is reviewed regularly by subject coordinators. The ongoing development and refinement of these schemes with their corresponding frameworks for assessment are a very good feature. Bridging units are used to provide continuity in the core subjects between KS2 and KS3.
108. The acquisition of basic skills is a core value of the school. Rigorous assessment twice a year and individual target setting allows pupils to be placed in general ability groups for Maths and English. These groups may be within or across age groups and are based on level of pupil functioning and need. Work in each group is further differentiated to at least three levels, so that pupil needs are met very effectively. Progress is mapped efficiently and there is clear evidence of movement within and between groups in response to pupil progress. The school achieved the Basic Skills Quality Mark in 1999 and was renewed in 2005.
109. Pupils are screened in reception and Year 3 for Speech and Language skills. There is designated provision for children with speech and language difficulties in the school. This is provided by an I.C.A.N. trained LSA. Pupils from other schools also access this support for 30 minutes each day. For the rest of their curriculum they are included into the mainstream classes in the school. The majority of these pupils return to their original school after 3-5 terms as a result of the progress they make. This provision is viewed as a centre of excellence by outside agencies. The fact that the school acts as a key support, not only for its own pupils but that it also provides short-term support for pupils from outside areas, is an outstanding feature.
110. Key skills opportunities are highlighted in schemes of work. Many teachers take the opportunity at the end of lessons to review the key skills that have been used. The imminent appointment of a Key Skills Coordinator will ensure further development of this provision. Provision for IT and its use throughout the curriculum is an outstanding feature of the school.
111. There are many very good opportunities for developing pupils' creative skills especially in Information Technology. Problem solving skills are effectively promoted in subjects across the curriculum as well as in Maths and Science.
112. After school and lunchtime extra curriculum provision is wide-ranging and of very good quality. There are many thriving clubs and initiatives which are well attended and valued highly by pupils and parents.
113. The curriculum is further enriched by a wide variety of educational visits and by many visits to the school by local individuals and services.

114. Pupil awareness of cultural differences and diversity within society is promoted through collective worship, PSE, religious education and other subject schemes of work. Collective worship of a broadly Christian nature is of a high quality with pupils contributing to the services and thus developing a good spiritual awareness. Appropriate time for reflection is included in collective worship where pupils are encouraged to consider the value and beliefs of others.
115. There is a strong Welsh ethos throughout the school. The culture and heritage of Wales(Y Cwricwllwn Cymreig) feature prominently across the curriculum and in the general life of the school. Staff and pupils demonstrate very positive attitudes towards the Welsh language and bilingual displays feature prominently. While good examples of using incidental Welsh were observed, the school acknowledges the need to develop further its progressive use across the subject areas and in informal situations.
116. Respect for and acceptance of differences is an integral part of the ethos of the school. Pupils from different ethnic backgrounds and pupils with complex physical and or learning needs are valued and are also an integral part of the school community. The school is an outstanding example of inclusiveness in all aspects of its functioning.
117. The school meets all National Curriculum requirements. Religious Education is provided in accordance with the agreed syllabus and sex and drugs education is provided in accordance with the policy drawn up by governors. The school provides a Healthy Schools Programme and has achieved 'Healthy Schools' awards.
118. The family of schools concept is very well established with pupils from Portfield Special School being involved in the inclusion process. Effective transition arrangements to Sir Thomas Picton and Tasker Millward Comprehensive Schools, are in place. Works experience opportunities are taken up at the school by students from Pembrokeshire College.
119. The partnership with parents is a particular strength of the school. Parents are regular visitors. Family assemblies are held on a regular basis in addition to Family Literacy courses. Parents are kept well informed and respond in a positive manner. The school plays an important role within the community and receives many visitors representing the Police and the Fire Brigade, local ministers of religion and the Mayor and local councillors.
120. The school runs a very successful Breakfast Club which offers pupils an opportunity to enjoy a nutritious breakfast, take advantage of social opportunities and improve punctuality. Health Promotion Food Week, fruit tasting, guidance on hand washing, visits to local allotments all assist in tackling social disadvantage. Every pupil has access to a full and rich curriculum.
121. The school, though the wide range of visits from the local community, adequately raises awareness of the work place. Suitable opportunities for pupils to develop entrepreneurial skills are provided for those pupils who are involved in the running of the 'Healthy Eating' Tuck Shop. However projects are developing with local businesses in relation to the gardening club and anti litter promotions

122. Sustainable Development is a developing aspect of the school's curriculum. A scheme of work for Education for Sustainable and Global Citizenship is currently being completed. The school is in line to achieve the Bronze Eco Schools Award.
123. Pupils run a well-established paper and plastic recycling programme and do daily litter pickups. There is a Waste Awareness Recycling Club and a Gardening Club that has a composting programme that is due to be extended.
124. The school is successfully laying down the foundations for lifelong learning. A high priority is given to pupils of all abilities developing skills for independence and taking responsibility for their learning.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features.

125. The inspection team's findings match the judgements made by the school in its self-evaluation report.
126. Outstanding features include:
 - the ethos of the school is such that all pupils feel and are valued;
 - the school is an inclusive community and an outstanding example of good practice;
 - the support provided meets a very high level of need;
 - the quality of provision for additional learning needs is outstanding.
127. The school provides high quality care, support and personal guidance to its pupils. There is a calm and purposeful atmosphere and relationships are based on courtesy and mutual respect. The personal qualities, efforts and achievements of all pupils are celebrated in a meaningful way.
128. Pupils feel valued. Their attitudes to school are very positive. They have good relationships with teachers and support staff and clearly feel secure and confident. Their views and opinions are listened to on an individual level and through regular class 'Circle Time,' Class Councils and the School Council. There is a 'CHARTER FOR CHILDREN' which was drawn up with the involvement of all staff and governors and children. It underpins the whole ethos of the school and is an example of good practice.
129. There is a clear process for drawing up and implementing Care Plans. Vulnerable children are particularly well supported.
130. Attendance and punctuality are systematically monitored. The Business Manager receives data and information electronically. The school receives regular support in monitoring patterns of attendance and punctuality by the Pupil Support Officer and appropriate action is taken when necessary. The school rewards 100% attendance.

131. There is a very high level of personal and pastoral support. Staff know their pupils very well and a sense of commitment and caring pervades the school. Pupils in the unit classes for severe and complex learning difficulties receive exemplary support. The quality of support provided to pupils in the nurture group is of a very high standard and has already made positive changes in pupils' attitudes to learning. Intensive support is provided at transition to KS3. There are very good links with specialist services.
132. The quality of provision for additional learning needs is outstanding. There is a comprehensive programme of screening and bi-annual assessments within the school to identify need and monitor the progress of pupils. Individual learning needs are identified by the SEN Coordinator who then determines provision, both in and out of the classroom. The special educational needs coordinator (SENco) has devised and implemented a rigorous and well-structured system to ensure that staff have full information and guidance relating to individual pupil need.
133. Individual Education plans and IEP targets are closely tailored to pupils' needs. Targets are embedded into daily classroom practice and are regularly reviewed. Reviews are appropriate and in line with the Code of Practice. They take account of the views of pupils, parents and of other agencies where appropriate.
134. There is regular and very effective liaison between the SENco, SEN Unit staff, class teachers, the I.C.A.N. unit staff and the Nurture group staff. This ensures good planning and that the maximum benefit is derived by pupils from their programmes. The learning programmes for pupils with SEN, both mainstream and unit pupils, are very well supported through the input of highly skilled and caring learning support assistants (LSAs.) This teamwork and commitment to meeting individual pupil needs is an outstanding feature.
135. There is an extensive programme of inclusion opportunities for SEN pupils in the SCLD units and nurture group pupils to access mainstream provision where appropriate. Mainstream pupils also benefit from the expertise of SEN unit staff and the programmes they offer. Inclusion activities are built into the curriculum at KS1 and are also accessed by pupils from a local special school for pupils with severe learning difficulties. This is an outstanding feature.
136. The school meets the needs of the most able pupils through their system of setting in English and Maths and through suitably differentiated teaching and learning tasks in all lessons. They have an after school club which provides extra curricular activities for able and talented learners.
137. Pupils have equal opportunities to participate in every aspect of school life whatever their gender, social, ethnic or linguistic background. Acceptance of difference, tolerance, fairness, equality, respect and kindness are values that are embedded within the culture of the school. This is an outstanding feature.
138. The school engenders very good race relations. Diversity and difference are promoted and celebrated in a very positive way in school assemblies, Circle Time, PSE and RE. Policies for Equal Opportunities and Racial Equality are in place. There

is a zero tolerance of racism. The school does address equal opportunity and race equality issues, records incidents and resolves problems.

139. There are clear policies for promoting high standards of behaviour and effective strategies for preventing bullying. Any reported incidents are recorded and investigated. The school runs an anti-bullying week every year to heighten awareness and to develop pupils' own resources and skills. Confidence building activities are implemented for vulnerable pupils before transfer to KS3. Good behaviour is an outstanding feature of the school.
140. A health and safety policy and appropriate risk assessment procedures are in place. No obvious hazards were identified during the inspection. At the time of the inspection the school premises are secure. Six members of staff are trained in First Aid.
141. The school has effective procedures to ensure the protection of children. The head teacher, deputy headteacher and designated governor have received appropriate training. Information is disseminated to all staff to help ensure a clear understanding of their responsibilities in this area.
142. It was evident that the facilities required by disabled pupils were in place. These included wheelchair access (ramps) to a number of points of access, a lift, support bars in toilet areas and a number of disabled toilets.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

143. The inspection team's findings do not correspond with the judgement expressed in the school's self-evaluation report as the school adjudged this question to be grade 2. The inspection team judged that though the leadership and management team had only been in place for a short period outstanding progress had been made.
144. Outstanding features were:
- the headteacher has achieved a number of significant objectives in the management of the school;
 - leadership and sound management by all staff has ensured that the schools aims and values are well embedded in the ethos of the school;
 - values that promote equality make this a truly 'inclusive school'.
145. The leadership of the head is an outstanding feature. Though the headteacher is relatively new to the school he provides clear confident and coherent leadership. He is highly committed to the school and seeks to provide every opportunity for pupils and staff to do their best. He is very ably supported by the deputy headteacher and they work closely with all staff to implement the aims and values set out in the schools mission statement and Charter for Children.
146. Curriculum leaders regularly review and evaluate their areas of responsibility and feed the information into the school's improvement plan. Targets set are challenging and realistic and all staff and governors carefully plot progress using a strong monitoring and evaluation structure. This comprehensive involvement of all those involved in school life, is an outstanding feature.
147. They have created very effective team work amongst all staff with clear lines of communication and sound management structures, which ensures the school functions smoothly. There is a commitment to equality for all and includes all teaching associate staff and non teaching staff. There is an inclusive ethos within the school which is an outstanding feature and result in very good relationships with parents, outside agencies, other schools and the community at large.
148. Very effective use is made of targets that are incorporated into clear strategic management that involves all members of staff. Management at all levels is purposeful and key responsibilities and tasks are assigned accordingly to recognise the strengths of the staff. The teamwork of all staff is a notable and outstanding feature of the school.
149. The school takes advantage of both National and local initiatives, such as the RAISE grant provided by the Welsh Assembly and ICAN by the local authority, to enhance the learning of all pupils, especially those with specific needs.

150. The school's performance management systems are securely in place and based on an agreed policy with all parties. Staff development provides a clear structure for identifying training needs for all staff including the highly committed support staff and colleagues work together to disseminate relevant information in training sessions.
151. The headteacher and governing body are very clear on the direction the school is going and they have a very good understanding of their roles and responsibilities. The governors are highly motivated and enthusiastic and very effective. They are well informed of and very involved in the school on a regular basis. Some governors come in to school to monitor performance of teaching and learning and give additional learning support.

Key question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features.

152. The inspection team's findings do not correspond with the judgement expressed in the school's self-evaluation report as the school adjudged this question to be grade 2. The team felt that aspects of self evaluation were outstanding.
153. Outstanding features are:
- the culture of self evaluation that has been established;
 - all staff are fully involved in the continual development of school improvement;
 - the self evaluation report is an outstanding feature.
154. The school has built very effectively on the very good features which were highlighted in the last report and on the experiences of the detailed self-evaluation exercise which was undertaken in 2005. The culture of self evaluation which has been established and the drive towards continuous improvement are outstanding features of the school's life and work. The school has been very successful in establishing procedures which are comprehensive, systematic and which are based on clear evidence. There are very strong links between the process of self evaluation and the school development plan.
155. A particularly notable strength is that all staff are very much involved in the process of school review and the development and monitoring of whole-school priorities set out in SDP. A further significant feature is that the school involves governors, pupils and parents in the self-evaluation process.
156. The headteacher and the leadership team carefully monitor teaching and have a very accurate picture of the staff's many strengths and any areas for development. Teachers get appropriate time for planning, preparation and assessment (PPA). The implementation of workforce remodelling has been effective in helping to raise standards further.
157. The role of subject co-ordinators has developed effectively during the last few years. Subject co-ordinators make important contributions to self-evaluation and planning for improvement in their specific areas of responsibility through the regular monitoring of planning and assessment, continuity and progression in learning experiences and

the use made of resources. The monitoring of teaching and learning is at an early stage of development.

158. Coordinators share valuable information about pupils' achievements in their subjects through discussions with pupils, the regular collection of subject work in their subjects and through portfolios of pupils' work. They produce annual evaluative reports noting strengths and any features for further development relating to provision and achievement in their subjects which they share with governors.
159. The school makes very good use of teacher assessments, standardised tests and teacher expertise to identify specific weaknesses and to set realistic targets for pupils. The governors are made fully aware of benchmarking statistics, the main findings of the analysis of results and are involved in discussions of targets set by teachers.
160. The school focuses very well its areas for improvement through a clear and well-composed SDP. This notes the school's needs and responsibilities well; financial implications and timescales being stated clearly. It is a useful working document with specific, measurable success criteria. The headteacher and governing body ensure that very good resources are provided to achieve key targets. .
161. Recent important developments which have moved the school forward include a number of features relating to SEN (particularly in the field of literacy and the establishment of a nurture group), very well focused initiatives in ICT and science and the very effective deployment and use of learning support assistants.
162. The self evaluation report produced by the school prior to the inspection is an outstanding document. The report is honest and thorough and all staff and governors were involved in its development. The document focuses very effectively on all sub sections of the seven key questions. It is concise and clear and offers a very good range of relevant information and a detailed analysis of all aspects of school life. There is a clear identification of areas for development as well as what has already been achieved. All aspects of the evaluation relate to specific features of supporting evidence, which was made available to the inspection team.
163. While the findings of the inspection team were in line with the judgments made in relation to two of the seven key questions, it was felt that that the school had erred on the cautious side with regard to its achievement in relation to the remaining five. In each case the team raised the grade allocated by the school by the school in its self-evaluation report.
164. The school has responded positively and for the most part very successfully to shortcomings and key issues identified in the last inspection report and since then many improvements have been made. Standards of achievement in maths in KS1 and Welsh as a second language throughout the school are now judged to be good while standards in ICT and RE in both key stages are judged to be good with outstanding features

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features
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165. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report for this key question. The inspectors recognised the outstanding use of resources including teaching and support staff.
166. Outstanding features:
- leaders at all levels effectively manage their areas of responsibility;
 - they take account of learners and ensure full involvement in self evaluation arrangements;
 - all staff make full use of resources such as the ICT facilities to present the best possible learning experiences.
167. The school is well staffed for the numbers of pupils on roll. Teachers are suitably qualified and provide a very wide range of subject expertise experience and skills, which are readily shared and disseminated throughout the school. This also applies to the learning assistants whose appropriate deployment around the school is an outstanding feature.
168. All learners access a very good range of materials and resources that are well matched to their needs. The quality and quantity of computers and interactive whiteboards in all teaching areas, ensures that development of IT across the whole curriculum is an outstanding feature. The extensive use and skill shown by all staff of the wide range of technology resources is also an outstanding feature.
169. Each classroom is well stocked with a broad range of books, which enhance reading and research skills. The school library is developing and good quality fiction and non-fiction books are available for pupils.
170. Accommodation is well maintained and previous concerns in the last inspection have been addressed. The buildings are adequate for the numbers on roll and provide good space in which to meet the requirements of the Desirable Learning Outcomes and the National Curriculum. An outside area is in the final stages of development. The caretaker and cleaner in charge work very hard and contribute very effectively to keeping the school clean and tidy.
171. The overall use made of staff, resources and the site and buildings is an outstanding feature. The headteacher deploys and manages staff very effectively. Teachers and classroom assistants attend a very good range of training sessions and this has a positive effect on their skills and their understanding. Arrangements for performance management are well established and contribute well to strategic management and school improvement. Teachers get appropriate time for planning, preparation and assessment (PPA). The implementation of workforce remodelling has been effective in helping to raise standards.
172. The business manager and her team make very important contributions. They perform a very good service in ensuring the smooth running of the school on a day to day basis.
173. The finance committee of the GB monitors budget allocations closely. The full GB is involved in all spending decisions. Expenditure is regularly and effectively reviewed to ensure best value for money.

Standards achieved in subjects and areas of learning

Provision for under fives

Overall: Grade 2: Good features and no important shortcomings.

174. The overall quality of the educational provision for the under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Children's ability on entry in many cases is well below average. They make good progress in the six areas of learning. By the end of the reception phase they have made good and in some areas outstanding progress.

Language literacy and communication

Nursery: Grade 2 good features and no important shortcomings
Reception; Grade 1 good with outstanding features

Good and outstanding features

175. In the nursery children talk appropriately and respond to questioning on their interests and activities. Nursery staff provide a stimulating and challenging learning environment.
176. Nursery children are encouraged to form good relationships with their teachers and their peers. As a result they talk confidently and listen attentively during group sessions and use language well in imaginative and creative role play. In reception they have developed to speak at greater length with confidence. They also use ICT very confidently presenting their written work in auditory form, recording their written thoughts. They hear Welsh used regularly in class and respond appropriately to instructions and praise.
177. They are introduced to writing early and nursery children develop good hand and eye control in their activities where they are encouraged to experiment. In the reception class they are developing their handwriting and personal writing confidently and with increasing fluency.
178. Though many start from a low base, their development and their confidence in their communication skills at reception age is an outstanding feature.
179. Children in the nursery enjoy stories and listen and respond with real interest. They can repeat their favourite stories and talk at length about their favourite characters. By the reception stage their phonic skills are developing well, using the programme of Phoneme awareness training) system (POPAT and some children show outstanding progress.

Personal and social development

Nursery: Grade 1 good with outstanding features
Reception: Grade 1 good with outstanding features

Good and outstanding features

180. Nursery children are happy and secure in an environment that encourages friendly relationships and a safe and welcoming atmosphere. Levels of cooperation and behaviour are an outstanding feature of many children who enter with limited language and social skills.
181. This attitude is developed in the reception class where children mix seamlessly with children from the special needs unit and from the nearby Portfield special school. The high levels of inclusion are an outstanding feature and the children. They play share and support each other in an exemplary fashion.

Mathematical development

Nursery: Grade 2 good features with no important shortcomings
Reception: Grade 2 good features with no important shortcomings

Good features

182. Children in the nursery count confidently to twenty. They are developing the skills of counting forwards and backwards. They recognise simple shapes and use the interactive whiteboard to sort and sequence numbers. Reception children were able to solve simple number problems to twenty and used appropriate mathematical language and confidently commence counting at different stages of a number line. They use coins in simple shopping exercises and select suitable coins to purchase items.

Knowledge and understanding of the world

Nursery: Grade 2: good features with no important shortcomings
Reception: Grade 1: good with outstanding features.

183. Nursery children have a good understanding of the world around them. They understand that the weather can change and that daylight and darkness change daily. They understand the concept of water proof and confidently use the interactive whiteboard to dress a teddy appropriately for different weather conditions.
184. In the reception class children are developing a very good understanding about people within the church. Their discussions on developing trust and helping others were an outstanding feature. In the inclusion day session with the children from the special school and the special unit they talked confidently about maps and understood the scientific principles of floating and sinking. They can programme small control vehicles confidently

Physical development

Nursery:	Grade 2: good features with no important shortcomings.
Reception:	Grade 2: good features with no important shortcomings

Good features

106. Nursery children run, jump, hop, skip, climb confidently in the outdoor areas. They use equipment such as cycles and pushchairs appropriately and show sufficient control to avoid incidents and respect other children's space. They confidently take full advantage of the activities designed to help them develop their gross and fine motor control.
107. In the reception class they play confidently on wheeled vehicles controlling speed and position appropriately. They are confident about their control and take account of others safety. They enjoy games that develop their eye and hand coordination and their fine motor skills are developing appropriately.

Creative development

Nursery:	Grade 2: good features with no important shortcomings
Reception:	Grade 2: good features with no important shortcomings.

Good features

108. In the nursery children confidently experiment and play with a wide range of materials, such as paint, play dough, role play clothing, music and ICT. Through well structured play activities they develop their skills with increasing accuracy. They are able to differentiate between un-tuned instruments and follow a rhythm pattern with their hands.
109. In the reception class they show good concentration and perseverance in their art work and enjoy discussing their work. They are delighted when they hear themselves on tape and can trace the sound patterns on the interactive whiteboard, helping them to recognise that sound can be plotted. They enjoy singing and keeping time to chants and songs.

Welsh second language

Key Stage 1	Grade 2: Good features and no important shortcomings
Key Stage 2	Grade 2: Good features and no important shortcomings

Good features

189. In both key stages, pupils demonstrate positive attitudes towards Welsh and respond effectively when given opportunities to use the language. They build very well on what they have learned in the Early Years, particularly with regard to the sounds of the language and the grasp of a basic vocabulary and sentence patterns.

190. As they move through the school, pupils develop an increasing confidence in their use of Welsh and make good progress in their pronunciation and intonation skills.
191. Pupils in key stage 1 make good progress in the skills of speaking and listening. Pupils in Y1, for example, demonstrate a good grasp of basic sentence patterns and a good understanding of vocabulary relating to dress and clothes, parts of the body and feelings. Y2 pupils focus well on animals they see and what they like to do. They develop a good grasp of a range of sentence patterns and vocabulary relating to transport and identify features on pictures and plans effectively. They use conjunctions and prepositions effectively.
192. At appropriate levels, they make good progress in reading. They read caption and class story books accurately, with good levels of understanding, and good expression.
193. Pupils across the key stage effectively write phrases and complete simple sentences based on their acquired vocabulary in relation to such topics as food and clothing and with an appropriate level of accuracy. Older pupils compose simple letters to Father Christmas.
194. Pupils in Y3 demonstrate good speaking and listening skills and use a variety of sentence patterns and vocabulary relating to feelings and descriptions of themselves, objects that they use and what they like to do in school. Y4 pupils use their oral skills effectively as they focus on dialogues involving personal information, how they travel to different places, the Christmas story and their families.
195. Older pupils demonstrate a good understanding of the time in half hour intervals and identify the points of the compass in Welsh. They make good use of a range of sentence patterns, including those relating to the third person and past tense in their focus on food, feelings, fashion and clothes and sport and games. They work effectively in pairs and groups as they gather information, for example about pupils' favourite activities and are able to analyse the responses and draw conclusions in an effective manner.
196. The majority of pupils in KS 2 make appropriate progress in reading in whole class situations and when reading given texts and dialogues. More able pupils make appropriate progress as independent readers.
197. Across key stage 2, the majority of pupils make good progress in their writing skills. In lower key stage 2, the majority demonstrate good skills as they write a range of sentences, short paragraphs and simple dialogues using given patterns. Older pupils write more extended pieces using familiar patterns, including a focus on personal information and dialogues. They use the past tense and the third person in their work in an appropriate manner. The great majority make effective use of their ICT skills as they create power point presentations to express their likes and dislikes in relation to sporting activities.

Shortcomings

198. In both key stages, pupils' independent reading skills are underdeveloped.

Mathematics

KS1: Grade 2 - Good features with no important shortcomings KS2: Grade 2 - Good features with no important shortcomings
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Good Features

199. In both key stages pupils show very good skills in the mental manipulation of number and of the application of strategies for working out mental maths problems. Pupils at all levels use mathematical vocabulary accurately and with ease. They demonstrate good knowledge and recall of number bonds and multiplication tables.
200. Pupils' work is very well presented. They are adept at using the interactive whiteboards in lessons. IT is used very effectively by pupils in their mathematics work.
201. Pupils in the SEN unit class are making very good progress. They can count to ten confidently, order numbers zero to eight and link the correct amount of items to a number. They can compare different ways of reaching a total. Pupils know the days of the week, they can sequence events in a day and they show an understanding of chronological vocabulary. They recognise and can name some basic two-dimensional shapes.
202. Y1 pupils have a good grasp of number bonds to 10. They can count in twos to 20 and some can count beyond. They have a good grasp of odd and even numbers. They can identify the pattern for odd and even numbers up to 100.
203. Y2 pupils can count in double figures and some can solve number problems confidently in their heads. They are able to sort objects based on 2 non-distinct criteria. They can apply this knowledge using Venn diagram sheets and by using IT. They are able to explain and justify their decisions by referring to the attributes of objects and images. More able pupils can create their own versions of the sorting process. This is an outstanding feature of their work.
204. In KS2 Pupils show developing skills in mental maths. They recall number facts well and use different methods to add subtract and multiply confidently in their heads. They show increasing ability to solve problems accurately and to explain the strategies they have used.
205. In mixed Yr 3, 4 and 5 groups, pupils working on money problems can add and subtract amounts up to £1 and can calculate change successfully. They understand that solutions can be arrived at in different ways. They apply their good grasp of number bonds when carrying out calculations.
206. When working on understanding and using measures, pupils demonstrate good skills in ordering objects from heaviest to lightest. They can use apparatus to weigh correctly and can read scales accurately. Pupils of average to above average ability understand that objects of the same mass may have different volumes.
207. In a mixed Yr 5 and 6 group pupils show a good understanding of 24 hour clock and corresponding analogue times. The more able pupils can extract and interrogate data from timetables. The majority of pupils show good problem solving skills.

208. Y6 pupils in the above average group can find equivalents between fractional and decimal forms. They understand non- calculator methods for calculating simple decimal fractions. They make sound predictions and use calculators confidently to confirm those predictions.
209. Pupils can construct and use spreadsheets when using mileage charts to measure distances. They use calculators accurately to convert miles to Km. and to store the relevant formula used in the conversions.

Information Technology

KS1: Grade 1 - Good with outstanding features
KS2: Grade 1 - Good with outstanding features.

Good and outstanding features

210. The outstanding features are;
- An exceptional range of activities used confidently by pupils throughout the school.
 - The use of technology equipment on a regular basis in all classes.
 - The ability of the pupils including the special classes, to access their own files and a range of technology activities, such as digital photography, audio tracks, internet research, power point presentations and stop frame animation.
211. In KS1 younger pupils use small control vehicles confidently to plot courses on a grid and can access their work from class files and use. They confidently use interactive whiteboards in a range of lessons. In Y2, pupils recall previously saved work in creative art and use tools and icons appropriately. They show a growing skill in keyboard and mouse control and can edit and adjust their work needing little support from the teacher. More able pupils access more advanced programmes and introduce text into their pictures.
212. The special needs pupils in KS1 also show good control of programmable vehicles and are confident in interactive whiteboard use.
213. In KS2 all pupils use digital photography to enhance school display around the school. School based activities and field trips are on continuous rotational display. Mixed age classes in maths and English develop presentations accessing *power point* and *word*.
214. Also in mathematics pupils use the computers both in class and in the purpose built suite to help them solve money and number problems. In English they use word processing along with interactive animation and pictures to enhance their factual and fictional writing. In history they research on the internet to study the 'Bayeaux Tapestry'. They are able to use their saved personal files to assist them in their own assessment and progress to the next stage of development.

215. Pupils in the junior SCLD unit can access their work find their personal files and can negotiate maths games that test their knowledge of money problems. They work confidently and independently throughout the lesson.
216. In the IT club, run as an after school activity, a number of pupils develop their skills further in clip art, use of digital video cameras and stop frame animation. This is part of the school's gifted and talented programme
217. In some classes pupils can buddy up with other pupils in other classes using web cameras. Computers networked throughout the school make it possible for pupils to access their work on mainframe and laptop computers ensuring that projects can be ongoing throughout the week and pupils develop greater independence in their learning. Computers can and are being used for all subjects in the curriculum.

Music

KS1: Grade 2: Good features with no important shortcomings
KS2: Grade 2: Good features with no important shortcomings

Good Features

218. There is a comprehensive programme designed by the Music Coordinator which sets out cross curricular opportunities for music. Music is an integral part of the school both as a vehicle for fulfilment and enjoyment and as a feature of the school environment.
219. In KS1, music lessons most pupils can sing enthusiastically with good phrasing and pitch, discriminate between fast and slow tempos; sustain a beat; and keep a steady rhythm on tuned and un-tuned percussion instruments.
220. Some pupils can play a drone on tuned percussion instruments whilst other in the group play melody or sing. All pupils are able to add interest to their singing by singing loudly and softly.
221. In KS2, music lessons most pupils can sing simple part songs well with good diction, phrasing, pitch and duration, play both tuned and un-tuned percussion instruments to a fairly good standard. Some pupils play to a very good standard.
222. A few pupils recognise the structure of musical pieces. They can listen attentively to music from other historical periods and give their views about it.
223. They are able to recognise differences in pace and the use of intervals. They also recognise the inclusion of one beat over another as well as the differences in pitch and timbre of different instruments.
224. Pupils achieve good standards when using an IT, interactive, music programme. They are able to work independently and at their own pace to reinforce their knowledge of stringed instruments.
225. Pupils in the Key Stage 2 SCLD unit class, use percussion instruments to add impact to story telling.

226. In Y4 Maths lessons, pupils sing when practising tables. This injects pace, excitement and pleasure into the starter activity.
227. The standard of singing in assemblies is very good. Pupils sing in both Welsh and English and are able to sing some hymns with descant parts.
228. There is a thriving school orchestra with wind, brass, string and percussion instruments where pupils play to a very good standard. Pupils have access to instrumental tuition of a high standard. This is provided by peripatetic staff and a volunteer from the community.
229. The orchestra leads the music in some assemblies and it performs in social and religious events throughout the school year. These events often take place in the wider community and the standards achieved are good.

Shortcomings

230. In some Music lessons the full range of pupil needs are not always effectively planned for and some pupils become disengaged.

Religious education

Key Stage 1	Grade 1: Good with outstanding features.
Key Stage 2	Grade 1: Good with outstanding features

Good and outstanding features

231. Outstanding features include:
- the breadth of knowledge and understanding which pupils in both keys stages develop in relation to the subject;
 - the quality of their focus on a range of concepts and moral issues;
 - their understanding of the qualities necessary for good leadership.
232. Across the school, pupils make effective use of church, chapel and mosque visits to further their knowledge of places of worship and in KS2, make particularly good use of visits by a school governor in to enhance their understanding of Judaism. In both key stages, pupils develop a very good knowledge of Bible stories.
233. Pupils in KS1 make effective use of role play situations as they focus effectively on Christian baptisms and weddings. Y1 demonstrate a good understanding of the importance of precious things while Y2 pupils explore the concept of belonging very effectively. As part of their work, these older KS1 pupils focus very effectively on the Muslim family.
234. Pupils (including those with SEN) in Y2 as part of their focus on the concept of “beginnings” develop a very good knowledge and understanding of the significance of customs, symbols and traditions associated with the celebration of the Chinese New Year. The use they make of role play situations to enhance their understanding is an outstanding feature of their work.

235. Pupils in Y3 demonstrate very impressive skills in their use of video material to draw very well focused comparisons between Christian and Muslim wedding ceremonies. Y3 and Y4 pupils develop a very good knowledge and understanding of the customs associated with the Jewish festival of Yom Kippur. They draw well on their knowledge of Islam as they explore the importance of fasting to various faiths.
236. Pupils in Y4 draw very effectively on their knowledge of the story of Moses and their focus on the qualities necessary for effective leadership is outstanding. They demonstrate very impressive skills as they identify qualities which a bishop needs to carry out his work. They explore aspects of life in a religious community very effectively.
237. Pupils in Y4 and Y5 draw effectively on their knowledge of the 10 commandments and demonstrate a good awareness of the importance of rules in every day life. They draw up their own class rules and focus very effectively on problems associated with bullying.
238. Y5 pupils demonstrate a very good knowledge of the life and work of Mother Theresa and effectively highlight the qualities that made her a special person. Pupils in Y6 demonstrate a good knowledge of individuals such as Martin Luther King, who have made sacrifices in order to fulfil their beliefs. They make very good use of this information as they draw up a list of their own personal hopes for the world. Y5 and Y6 pupils demonstrate a very good grasp of basic human rights with particular reference to the rights of the child.
239. Y5 and Y6 pupils' knowledge of a range of aspects relating to other faiths is good with outstanding features. They have a very good understanding of the importance of pilgrimage in the Muslim faith. They are aware of the importance and significance of the five Ks of Sikhism and make good use of their extended writing skills as they demonstrate a good knowledge of the Hindu spring festival of Holi. Older pupils demonstrate a good knowledge of the key symbols which are associated with different faiths, including the Christian symbol of the fish. They have a very good understanding of the symbolism associated with the Jewish festival of Rosh Hashanah.
240. Older pupils have a very good understanding that Jesus taught by example and why he used parables in his teaching. They demonstrate good skills as they compare secular and religious approaches to the celebration of Christmas and explore the concepts of rite of passage effectively.

School's response to the inspection

The staff and governors of Fenton County Primary School are delighted with this Inspection report. We feel it offers a fair and accurate reflection of the quality of work in our school. We compliment the Inspection team on the manner in which they conducted the Inspection. They gave the staff and children the confidence to give of their very best and the opportunity to achieve the outstanding results recorded. We feel this report captures the essence of our school and we congratulate the Inspection team on their efforts. We are all very proud of our school and our children.

Appendix 1

Basic information about the school

Name of school	Fenton Primary School
School type	Community
Age-range	3-11
Address of school	Portfield, Haverfordwest, Pembroke
Post Code	SA61 1BZ
Telephone number	01437 765378

Headteacher	Mr Peter Evans
Date of Appointment	September 2005
Chair of Governors/ Appropriate Authority	Councillor P. Stock
Registered Inspector	Mr. Glyn Scott
Dates of Inspection	5 th -8 th February 2007

Appendix 2

School data and Indicators

Number of pupils in each year group									
Year Group	N fte	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	33	52	41	52	40	49	60	43	370

Total number of teachers			
	Full Time	Part Time	Full time equivalent
Number of teachers	16	2	16.5

Staffing Information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to the inspection: figures in percentages.					
	N	R	KS1	KS2	Whole school
Term 1	88	90	94	94	94
Term 2	91	91	93	93	93
Term 3	90	90	93	93	93

Number of pupils excluded during 12 months prior to inspection	0
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Appendix 3

National Curriculum Assessment Results - End of Key stage 1

<i>National Curriculum Assessment KS 1 Results: 2006</i>		Number of pupils in Y2: 38					
Percentage of pupils at each level							
			D	W	1	2	3
ENGLISH:	Teacher Assessment	School	5	0	14	63	19
		National	0	4	12	64	20
EN: Reading	Teacher Assessment	School	5	2	37	30	26
		National	0	4	14	56	26
EN: Writing	Teacher Assessment	School	5	2	12	72	9
		National	0	5	14	69	11
EN: Speaking and listening	Teacher Assessment	School	5	0	7	65	23
		National	0	4	14	55	26
MATHEMATICS	Teacher Assessment	School	5	0	12	70	14
		National	0	2	11	63	24
SCIENCE	Teacher Assessment	School	5	0	19	65	12
		National	0	2	9	65	24

D Pupils who are exempted under statutory arrangements from part, or all of the National Curriculum.

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1 National Curriculum Assessment Results

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school: | 70 | In Wales: | 81

<i>National Curriculum TA Assessment KS2 Results 2006</i>						Number of pupils in Y6				58
Percentage of pupils at each level										
		D	A	F	W	1	2	3	4	5
English	School	3	0	0	0	3	6	16	43	29
	National	0	0	1	0	1	5	16	46	30
Mathematics	School	3	0	0	0	2	6	17	33	38
	National	0	0	1	0	1	3	15	47	32
Science	School	3	0	0	0	0	3	19	35	40
	National	0	0	1	0	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school: | 68 | In Wales: | 74

Appendix 4

Evidence of inspection process

Four inspectors spent a total of 16 inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- 45 lessons or parts of lessons;
- all classes;
- four acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began and during the inspection days;
- senior managers, teachers, support and administrative staff; and
- groups of pupils, including the school council.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 47 parents;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

The inspection team also held post-inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Key question responsibilities
Glyn Scott	Registered Inspector	1, 5 and 7 IT and Early Years
Mr Brinley Wynne Jones	Team Inspector	2, 6 and bilingualism Welsh 2nd language, Religious education
Mrs Christine Davies	Team Inspector	3, 4 Special Needs Mathematics and Music
Mr. P. John Foley	Lay Inspector	Contributions to 1, 3 and 4.
Mrs Margo Thomas	Nominee	
N/A	Peer assessor	

Inspection Contractor:

Baker-Phillips Educational Communications Ltd.
Oaks Lea,
Higher Knolton,
Overton, Wrexham
LL13 0L

Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for their unfailing co-operation and courtesy during the inspection.